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ABSTRACT

The document presents the case study of the interaction cf a graduate student in traning, her supervisor, an 8 year old child with a language learning problem, and the child's mother. It involves a process which entails the careful matching of the child to tutor, the tutor to supervisor, and intensive work with the mother. It also is based on what is called clinical teaching which considers all characteristics of the child and provides an integrated treatment plan for social, emotional, and cognitive growth. Fundamental changes in the total functioning of the child (social, emotional, cognitive, and academic) are seen as evident in the interviews with the mother, tutor, supervisor, and teacher. Posttest battery scores are cited as confirming the qualitative data. Among appendixes are a conference report, samples of the child's drawings and handwriting, and an evaluation of the child by his mother. (SBH)

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A Case Study: A Guide to Working with a Language Impaired Child

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Presented at the 10th Annual International Interdisciplinary UAP - USC Conference on Piagetian Theory and the Helping Professions - February 1, 1980

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A Case Study: A Guide to Working with a Language Impaired Child

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This is a case study of the interaction of a graduate student in training, her supervisor, the child with a language learning problem and the child's mother. It involves a process developed by Selma Sapir, Director of the Learning Disability Lab, Graduate Programs, Bankstreet College, New York City. This process entails the careful matching of the child to tutor, the tutor to supervisor and intensive work with the mother. It also is based in what is called clinical teaching which considers all characteristics of the child and provides an integrated treatment plan for social, emotional and cognitive growth.

CASE STUDY

Tutor: Rosanne
Child: Shayne
Supervisor: Kay

I. Graduate Student/Tutor:

Rosanne was a matriculated student at Bankstreet College of Education in the Special Ed. Program. She was 32 years old when she entered the Learning Lab Program in September, 1978.

From 1975 to 1977, she worked as a co-teacher in a federally funded program integrating language delayed pre-schoolers and kindergarten-age children into regular classrooms. She designed a program and taught in a basic skills program for retarded adults and did an internship developing a language stimulation program at Ridge State Home and Training School for retarded children in Colorado. She did her field work in 1977 - 1978 in the Bankstreet School for Children with nine and ten year olds, and the Churchill School with neurologically impaired children.

Her supervisor wrote the following about Rosanne in her year-end Case Study:

"Rosanne is a solid individual. Her disposition is generally radiant. She's in touch with her feelings and has a good sense of herself. She can be touched by people, but can assess people and situations. She also has a good sense of humor, a very sound sense of values and is almost - is, in fact, a crusader for what she thinks is right.

"She is resilient and has the ability to cope with frustrations; to pick up cues verbally and non-verbally; to use her past experience to synthesize and to apply theoretical knowledge to practical situations. Rosanne is not threatened by criticism, and has the ability to separate her personal feelings from work situations."

II. The Child

Name: Shayne
Date of Birth: June 7, 1969
School: P.S. 75
Grade: 3

Shayne is an attractive, well put together 8.10 year old boy. He is lean, has good muscle tone and coordination in walking and running. He seems shy and deals with his anxiety in a joking, tough guy manner. He appears adequately nourished and cared for in his dress and grooming. His parents are divorced; he lives with his mother who works, and has a dog and a cat. He has no siblings and sees his father rarely. He was referred because he read two years below grade level.

SCREENING

A brief description based on observations by Learning Lab staff of Shayne in the school setting, was developed along the following screening dimensions:

Shayne - 8 year old boy

Physical:	Small, pencil in mouth, slow to perform.
Affect:	Little eye contact, poor self image, immature, shy, infantile with peers, clowns
Temperament:	Fidgety, distractible, unable to focus, impulsive, active
Perceptual-Motor:	Spatial orientation confusion, right hand - tight grip
Cognition:	Normal IQ, logical and good concepts, good vocabulary and content, infantile tone
Skills:	Reading - weakness Spelling - " Writing - writes poorly, capital letters mixed with part lower case

These observations and comments were supplemented by his parent's comments and the comments of the psychologist administering the test battery. His mother described him as "witty," "high strung," "nervous," as being "strong willed," "hard to control," "lacking self confidence," and "tending to give up." The psychologist described him as "negative, angry, having low frustration tolerance and poor controls, impulsive and restless." His teacher said he was disruptive and insulted others, that he lacked confidence and had large mood swings. She also observed that all his basic skills were delayed.

THE MATCH

Shayne and Rosanne were matched by the Director of the Learning Lab on the basis of several kinds of information and insight into both Shayne and Rosanne as well as on principles of teacher/child matching gained over years of experience.

Rosanne (October 11, 1977) described herself in her paper on Psycho-Social Influences:

> "I am the second of four children, born to parents who very much wanted each of us and loved and cared for us equally....We were responsible for monitoring ourselves and trusted to make decisions concerning our lives. They (parents) were there as a resource and always available to us....One expression of feeling was not modelled for us, anger... I rarely heard shouting, angry voices or saw ways of expressing anger.... Consequently, both my parents had ulcers and the four of us have had to explore anger as adults."

Continuing:

> "I developed normally until I went to school.... I had difficulty learning to read... I retained my feelings of being competent but sustained them through my family rather than school... My feelings of competence, independence and discipline all combine into an intact, healthy, self concept."

In addition to the personal essay written by the graduate student/tutor, the student is asked to briefly indicate the kind of child she/he would like to work with. Rosanne specified the following type of child: a learning disabled boy, 7-9 years of age. A boy, because, as she put it, "Boys are tough, harder to work with and in the classroom they are more difficult."

A decision was made that Rosanne, a healthy, intact personality who had experienced feelings of negativism about learning to read in school should be offered a choice from among children who had combinations of the following ingredients:

1. Reading problem
2. Perferably a male between 7 & 9
3. Experiencing negative feelings about self
4. Active and denying
5. Average intelligence
6. Poor controls

The reason for the above is as follows:

A child with poor controls, need for clowning and having negative feelings about self needs a tutor who has a strong intact personality, one who has

shared some of the same negative experiences but overcame them, and one who is well organized, calm, structured and conveys a sense of firmness and order. All this adds up to Rosanne.

Rosanne looked at several boys before making her choice. She liked Shayne's manner, described by her supervisor as the "get-away-from-me tough guy. He was aware he was being looked at and she liked the idea that he was feisty enough to say back off." In the final matching decision Rosanne got the type of child she specified.

THE TUTORIALS

The tutorials began during the last week of November. According to Rosanne's log, she picked Shayne up at his school, P.S. 75 at 9:00 A.M. and rode with him on the bus to Bankstreet College where they worked together in an office for approximately one hour which included five to ten minutes for socializing around the "snack" table with other tutors and children in the Learning Lab practicum. Shayne was picked up at Bankstreet at 10:30 by an adult assigned by P.S. 75 along with other children from that school, and returned to his school.

Rosanne made the following observations concerning the early tutorial sessions in her "Six Week Summary": Shayne seemed to Rosanne hesitant, lacking in confidence and angry as a function of his inability to perform well in school. He was functioning below grade level in all academic areas. She found him well motivated and competitive and developmentally on target - "forming a positive sense of industry." It was hard for him to form a relationship with her but that progress was being made. She described him as controlled, cautious, quiet and well behaved in the one to one situation.

She observed that in contrast with his good gross-motor coordination he had "inconsistent" fine motor control. Specifically she observed that he often lost the order in sequential tasks such as dealing cards, counting, sorting, rhythmic activities using his hands and feet. She requested an evaluation by the pediatrician (Dr. Peter Migel) who was part of the interdisciplinary team. Dr. Migel's report can be seen in Appendix A.

Rosanne stated as her current and ongoing goals for her work with Shayne the development of a trusting relationship and the introduction of books and beginning work on his reading skills. These goals were translated into plans for and assessments of each tutorial session. Examples of these detailed plans can be found in Appendix B. Here we see Rosanne's concern for Shayne's self concept. (Appendix C shows one of his earliest Draw-A-Person tests). An example of Shayne's writing gives some indication of his level of functioning. (Appendices D and E).

Some of the strategies adopted at this point are summarized by Rosanne as follows:

> "We used DLM structured writing paper to improve letter formations, spatial organization, and use of upper and lower case letters. I recognized that writing was difficult for him and that it wasn't totally under his control and commented on his good use of compensatory techniques. He decided he would make an extra effort to be neat and to turn the paper when he draws to get better control."

> "Shayne remained guarded and avoided any reading for four months in which time a bond was established that finally permitted him to expose himself and read. He consented to appear on video tape, February 14, 1978, when he read two riddle books but physically tried to control the situation. It was at this time that I was able to talk to him about the things he does well and the things that give him difficulty. He began to display his humor and sense of teasing. He seemed to have freed energy that was formerly tied up in defending himself and avoiding situations. He was less angry and anxious and when these behaviors did appear they were easily traceable to a specific incident and could be channeled. We had made a connection and a commitment to each other. His commitment was to attempt risky situations and mine was to support his efforts so as to minimize the risk of failure."

> "Shayne responds best to structure, a direct verbal approach, a sharing of control and consistency. He doesn't like to feel pressured or rushed into a situation; he needs extra time to get acclimated. He is a strong child and counts on strength and guidance from adults."

By April Rosanne had a more precise understanding of Shayne's strengths and weaknesses. In her April 4 Summary she could break down his performance and behavior into a table of strengths and weaknesses as follows:

	Strengths	Weaknesses
Temperament	good attentional mechanism, not distractible	slow to warm up, impulsive, initially negative
Affect	imaginative, joking manner	anxious, angry
Perceptual/Motor	good auditory and visual, good gross motor skills	fine motor delay which effects writing, drawing
Language	good expressive and receptive language	difficulty organizing tasks

(Cont.)	Strengths	Weaknesses
Social Behavior and Responses	joking, a performer	appears indifferent, insecure
Basic Skills	good sight and phonics math - poor	poor spelling, doesn't apply knowledge, writing is poor

She said of Shayne that his anxiety was so great that it always sabotaged his performance and the cycle of failure-anxiety-failure was disasterous. She found he had an unusually great need for control and that this emerged in his social relationships where he had adopted the strategy of using inanimate objects to make contact. In particular he had a ventriloquist act that permitted him to express his feeling quite freely. The Draw-A-Person of April 10 (Appendix F) illustrates this - it is a picture of Charlie McCarthy. She found that his intelligence and superior language ability caused pain by making him extremely aware of his failure in other areas. She said of his skills that his writing was a difficult task for him, he mixed upper and lower case letters and his placement and spacing were poor.

"In April he was able to read all the words on the Dolch list through third grade, when they were in isolation. He read the Harris Oral Paragraphs A and B with no errors and good comprehension, but would not even begin on Section C. When I read it orally, he could answer all the questions."

In Math; "He is able to count orally to 100 correctly; can count by 2's to 100 using pennies; attends to only one attribute at a time; has difficulty continuing an established pattern of more than two things. Can do one place addition and subtraction in his head, can do two place operations on paper. Doesn't understand place value, especially evident when using nickles and dimes."

Rosanne's goals for Shayne as of mid-April were to continue working on sequential tasks; do games using words with medial vowels; reading about baseball; assist in organizing tasks; continue to provide a sheltered environment to express his feelings and "risk" inner situations.

SMALL GROUP MEETINGS WITH SUPERVISOR

Rosanne's supervisory group consisted of a supervisor and three other graduate students. The group met for one hour after tutorial sessions ended.

The agenda for the small group called for each graduate student to report on the work with her child, focusing on what she had learned

about the child. Often, the children were discussed in terms of required readings. The video tapes of tutor/child interactions were viewed and discussed in these meetings. Preparations were made for sharing these tapes with the interdisciplinary team in the seminar.

The graduate students became more open with each other as they began to discuss their work with the children and the amount of sharing and supportiveness increased. At first Rosanne was restrained with her suggestions to others. She later became a consistently sharing person - serious, yet understanding.

The group meeting was always followed by individual conferences with the supervisor with less discussion of the "whys" and "whats" and more of the "hows".

SEMINARS

Video tapes were made periodically of Rosanne and Shayne's interactions and were reviewed by the interdisciplinary team in seminar sessions. Following is an exerpt from the seminar of 4/18/78. All students and the entire staff, Shayne's teacher and his former reading teacher were all present.

TUTOR: "Shayne is eight years, ten months, in Mrs. T's 3-4 class. He has some really good skills as far as phonics and sight vocabulary. He has some difficulty with fine motor functioning. Dr. Migel did a work-up of him and found that he had a fine motor development delay which influences his writing and his ability to sequence tasks. We've been working on sequencing, time, the days and months, things like that."

TEACHER: "His background knowledge is a lot more than he can verbalize. When you get into a conversation with him, it's amazing the kind of things that come out. He's scientifically oriented. He has a lot of information on animals. He's very interested in space - he's seen "Star Wars" about six times. He's made a lot of puppets. He's extremely artistic. He's made puppets of the characters in "Star Wars," and he knows their names, what they said. All these puppets are very artistically done. It amazes me. Yet when it comes to academic work, reading and writing, there's a tremendous discrepancy."

Video Tape Shown to Interdisciplinary Team

DIRECTOR: "Look at the way this kid defends himself.... we're laughing... He's making all those faces the whole time...Here's the drawing...he starts with the shoulders, then he does the feet... then he turns it and does the next part... everything is built from the bottom upwards... he does not put the head on... it tells us about the motor problem, how he feels about it, how he defends himself... he's defending himself against any possible reading."

STUDENT: "Do all his drawings get done that way?"

PSYCHOLOGIST: "He's turning the paper..."

DIRECTOR: "A good example of excellent compensation ... what is he conveying to me? Right, that he's in control of me. Complete resistance... He did all that detail and still there's no head on his drawing. No hands... he was making a dummy, a ventriloquist's dummy... he relates in this way. What does that mean?"

STUDENT: "It means that he feels himself out of control. Somebody else has control..."

DIRECTOR: "He has need to communicate through a third person. He feels he can't control himself. It has two implications. One: that he can not do it because of lack of control, and he might also get punished. Also, he can get recognition this way without being accountable for anything he does. It's a very important message. It allows him to be negative, angry, anything he wants to be. You're dealing with a very bright kid, a very defended child, and one who can really manage his life - unsuccessfully in true management... More about the picture... the dummy has no hands. It prevents him from feeling aggressive... he would like to strike out. He has found this way to allow himself to control his feelings and manage to express them nevertheless. This is tremendously valuable for this kid, and I wouldn't take it away for many reasons. On the other hand, until he can work this through and get it out in the open, nothing much is going to happen. Here you have a kid with fine motor deficiency but also it gives you an example of a child who will not take the chance. An example of the primary emotional thing... Let's see how he reads..."

Rosanne found the viewing of tapes in seminar a valuable experience. She always rose to the occasion, pulling out the salient features of her work with Shayne and developing a constructive presentation. It demanded that she be clear and precise, and she felt it helped prepare her for interdisciplinary situations. She liked getting feedback from everyone.

COUNSELLING SHAYNE'S MOTHER

Mrs. R. was a faithful participant in our parent group and individual meetings. She spoke freely of her problems with Shayne, many of which were centered on his uncontrollable and negative behavior. She, herself had not resolved problems resulting from the separation from her husband. She shared her feelings of helplessness, depression and vulnerabliity. Her high anxiety gave her a frenetic quality.

Mrs. R. sought us out on many occasions to discuss her many concerns about herself and her child and to role-play ways she could help Shayne gain some confidence and control. Slowly she was able to make changes in her attitude and style with the child. She obtained a job and began to experience lessening of anxiety. More of her energy was freed to help the child, reorganize her life and develop some consistent patterns at home.

During May and June, individual conferences centered on future plans for mother and child. Opportunities became available for Mrs. R. to work and live upstate (where her family lived) so that she could avail herself of family supports. This was encouraged after much discussion because a major problem had been her alienation from family and friends and her inability to admit the failure of her marriage.

Presented here is an exerpt of a parent meeting in May 1978. The tutor, supervisor, parent counsellor and Mrs. R. were present.

MOTHER: "Shayne has, I think, some conceptual gaps. Things that I would have thought he would have mastered, he hasn't. They are curious things... I just kept getting the feeling that he wasn't ready for some of the experiences when we had them... It's hard to go back and give him these things. They are hard to uncover. They come up in funny ways."

"He did have a period in his younger life when it was chaotic for both of us, and that may have caused a lot of these kinds of things. There was a period in our life when I didn't know if I was coming or going, and I'm sure he didn't either."

TUTOR: "That might be a piece of it... Dr. Migel looked at Shayne and found that he had a fine motor developmental delay. It wasn't anything very big, but just for his age level he was alittle bit behind. To me that says something about the readiness of his system. Maybe three or four years ago - he was probably a little behind at that point - things that he should have been gleaning, he wasn't. And if the environment was a little chaotic, I think that may have compounded it, but part of it is within him."

MOTHER: "That's interesting. I never noticed it."

TUTOR: "Like his writing..."

MOTHER: "I know his writing, but I always thought that was because he didn't want to write.

TUTOR: "No, part of it is that it is really hard for him... even when he really tries he can't seem to do it.. in his drawing, he turns the paper. He has found lots of ways to compensate. I asked him about that yesterday. He was drawing me some pictures. 'Shayne, do you know why you turn the paper?' And he said, 'So I can see better.' His perception of why he does it is interesting. When he is highly motivated, as when he draws, he can find that extra ounce of carefulness."

MOTHER: "I never would have thought of that."

COUNSELLOR: "I don't think it's anything out of the norm of a lot of people. It's a discrepancy within him."

MOTHER: "But it's something that he will eventually overcome?"

SUPERVISOR: "It's just developmental. His body is moving at it's own pace. I think with a boy and a boy like Shayne, mothers tend to say, 'well, it's all emotional.'"

MOTHER: "I did! A lot of things that I expected from Shayne at his age - I wondered, thinking back... I don't say anything to Shayne, because I don't like to make him feel any stigma... I notice things sometimes, like I tried to get him to help me with the dishes recently. He hates to do it, but I feel like it's good practice for him. I watch him, and it really is such a struggle, but I feel like it's a good experience for him. To do that, to train himself."

TUTOR: "With practice he gets a little better. There's no question about that."

Rosanne's ability to isolate specific areas of difficulty helped involve Mrs. R. in the diagnostic and treatment process.

SUMMARY OF CHILD'S PROGRESS (From Rosanne's Case Study)

> "Shayne has made subtle, yet vital change during our time together. Since he has risked reading and discovered what a capable reader he is, his anger and anxiety have lessened. He has an active imagination that he utilizes in the development of skits he writes for his ventriloquist dummy and puppets. His use of fantasy to vent his frustrations and to cope with anxiety producing situations in a creative, constructive way indicates his ego strength. He is able to apply his creative intelligence to achieve a long range goal through mastery and competence, which is supporting his self image. He is less dependent on academic success to validate his self worth, so he is more available to learning and can risk academically."
>
> "Temperamentally he is always going to be slow to warm up, but his impusivity and initial negativism lessened as I began allowing extra time in transitions and had written agendas so that his indifferent listening didn't deprive him of the information needed. His affect and social behavior also illustrate the change. He is less anxious and angry; he appears more able to cope with his frustrations and ventilate them through appropriate channels rather than kicking doors, snapping at people and being resistant. The video tapes reinforce these observations. In December he was resistant to go on tape, once he agreed he needed to keep control of the situation, never established eye contact. The second time he read for the first time with me, still anxious but better able to cope. The third time he put on a performance with his puppets and was able to express how nervous he was. He has grown!"

Rosanne's supervisor wrote the following concerning Shayne's growth.

> "With each new or uncovered asset, his self concept has improved. His well of ego strength has indicated to us that he can function, that he can accept and respond to verbal and non-verbal cues, that his responses are reality based in that he is not impulse-ridden and he can control his impulsivity in the service of his needs, and that he is successful with certain tasks including reading. To sum up, his deficits are based on a specific learning disability and not on a deficit of ego strength."

Shayne's progress, as evidenced by formal testing is shown in Figures 1 and 2.

The test scores and language profiles illustrate progress in all areas: the largest gains in reading, language and self concept. These were the major goals of the educational therapy.

Figure 1

SHAYNE

Following are the results of the test battery administered in December 1977 (Pre) and June 1978 (Post) and a profile of the language pre and post.

Test Data		Pre	Post
DAPT		29	88
Bender-Gestalt		7	6 (error score)
WRAT	Reading	2.3 (RS 43)	5.1 (RS 65)
	Spelling	2.0 (27)	2.9 (33)
	Arithmetic	2.8 (26)	3.0 (27)
	Picture Completion	14	18
LANGUAGE SAMPLE			
	Function	3	5
	Syntax	3	5
	Cognitive Style	4	4
	Expressive Style	3	6
WISC Vocabulary		9 (R.S. 21)	9 (R.S. 23)
WISC Block Design		8 (R.S. 10)	8 (R.S. 11)
Peabody Age		7/10	8/5
Gray Oral Reading Paragraphs Administered May 1978:		4.4 grade	

Figure 2

LANGUAGE PROFILE

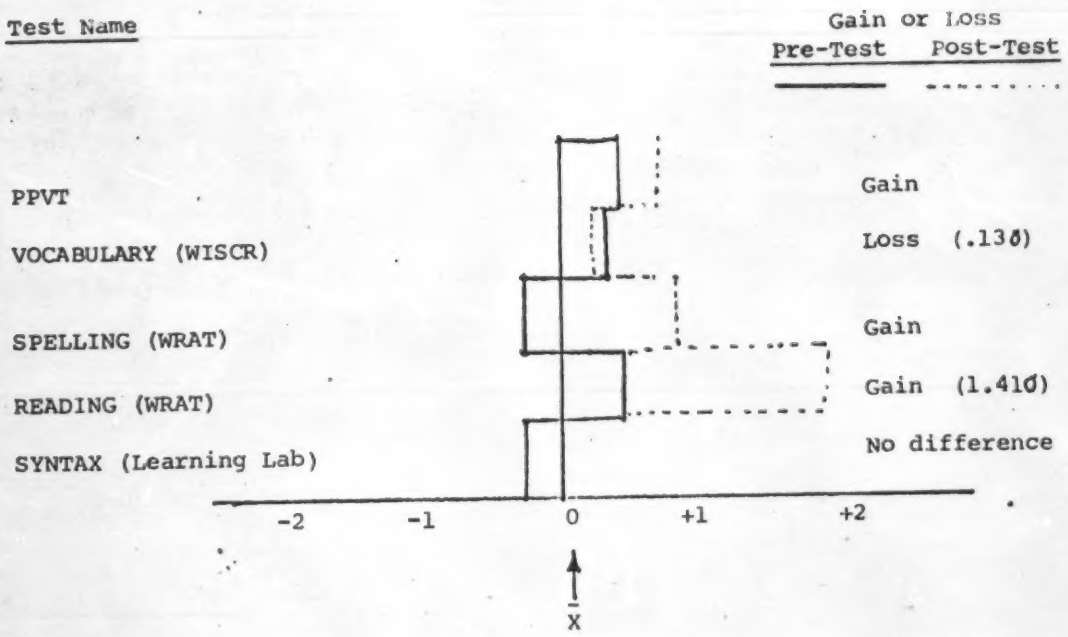


FIG. 1 LANGUAGE PROFILE: Shayne - Pre-test means (experimental and control, pre and post) standard deviation of all children were used to standardize scores. Profile illustrates how Shayne stood with reference to the combined scores of all children on five language tests.

Prepared by Dr. L.D. McLean, Computing Services Group Department of Measurement, Education and Computer Applications

Below are some exerpts from Mrs. R.'s Parent Form (Appendix G) concerning how she perceived the year to have gone.

Q. What changes have you noticed this year?

A. Wonderful changes. His attitude towards new experiences, more willing. In behavior with others, he gets along well with other kids, more friends, more self-confident, more mature, less babyish, doesn't act like a child when things don't go well.

Q. Does your child work better, have more friends or feel better about himself? Is he easier to get along with and more helpful?

A. YES.

Q. Was this contact helpful?

A. This place has helped me to help him, i.e., with the dummy he made he wouldn't have accepted help but now he can listen (a little). Comes to me with math problems, but I'm not good at explaining, but he's gained a great deal. Everything has been so much nicer with Shayne since he's gone to Bankstreet.

At the end of year (May 1978) discussion with Shayne's teacher, she commented:

> "Academically there's some movement. His Math is O.K. and he is able to ask for help. His reading is more fluid, and he seems to get some enjoyment from it."

Bankstreet, she feels, has given him a chance to know himself better and feel appreciated. But she continues:

> "He still has trouble following directions and needs step by step input."

PROGRESS OF TUTOR

Following are the results of the analysis of Rosanne's pre and post analysis of a video tape of a tutor/child interaction:

Rosanne: Test Data

		Pre (Sept. 1977)	Post (May 1978)
Video tapes:	Dimensions (No)	5	8
	Temperament	3	4
	Affect	3	1
	Social	1	3
	Cognition	0	3
	Perception	1	3
	Language	2	3
	Motor	0	5
	Skills	0	4
	TOTAL:	10	26

The protocol for administering this test as well as the procedures for scoring the test are given in Figure 4 of the Research Component.

The log, the video tape and Shayne's progress are the best indications of the progress of the graduate student/tutor.

Concerning Rosanne's growth, her supervisor wrote:

> "I see Rosanne's growth in this field (learning disabilities) directly related to the trials and tribulations in Shayne's progress. Her log is a step by step account of that process and it could be constructively used as a reference by anyone working with a child with a configuration of problems similar to Shayne's. The Thomas, Chess and Birch book, "Temperament and Behavior Disorders in Children," made a very important contribution to her work with Shayne. In terms of herself, if you were to ask Rosanne which of the readings she found most enlightening, I would be suprised if she didn't say the De Hirsch article on interaction. We read it, we discussed it. She was able to relate it in many ways to her work with Shayne and to her feelings. Their reference to rescue fantasies and Selma's tape helped her to realize that she didn't have to protect Shayne or worry about him anymore."

PROGRESS OF MOTHER

Mrs. R., writing from Schenectady (September 1978) says:

> "We have since moved upstate to Schenectady. If there is a school or affiliation of Bankstreet here I would really like to know. Shayne is taking time in adjusting and I would like to give him help in academic areas, but as his mother, he is resistant to me."
>
> "We miss Bankstreet and all the wonderful caring people there. If Shayne's teacher is still there please send our love and tell her we miss her."

SUMMARY OF CASE STUDY

All aspects of the Clinical Teaching Model practiced at Bankstreet's Child Service Demonstration Center are presented in this Case Study.

Fundemental changes in the total functioning of the child - social, emotional, cognitive and academic - are evident in the interviews with mother, tutor, supervisor and teacher. The post test battery confirms the qualitative data. (See Figure 1).

This is a good illustration of the significance of the match between tutor and child. This suitable match allows, encourages and enhances the growth of both the child and graduate student as they mesh together in a learning, supportive, growth environment.

Conference with Dr. Peter Migel Jan. 10, 1978
Roseanne [redacted] - tutor
Student: age 8-6 years - male.

He handles his anxiety in a joking manner. His attentional mechanism seems adequate but he has some tendency to be impulsive.

Lateral preference
left handed, right eyed, mixed foot

Gross Motor
good

Fine motor coordination - Quite a bit of overflow activity (which is usually gone by 6 years of age). He has sequency errors and can't keep up a pattern of alternating movements. He exhibits synkinesis , (spread of muscle activity) also mirror movements and posturing and dyskhythmia, (failure to keep a regular beat, especially in the feet.) He definitely has a fine motor developmental delay.

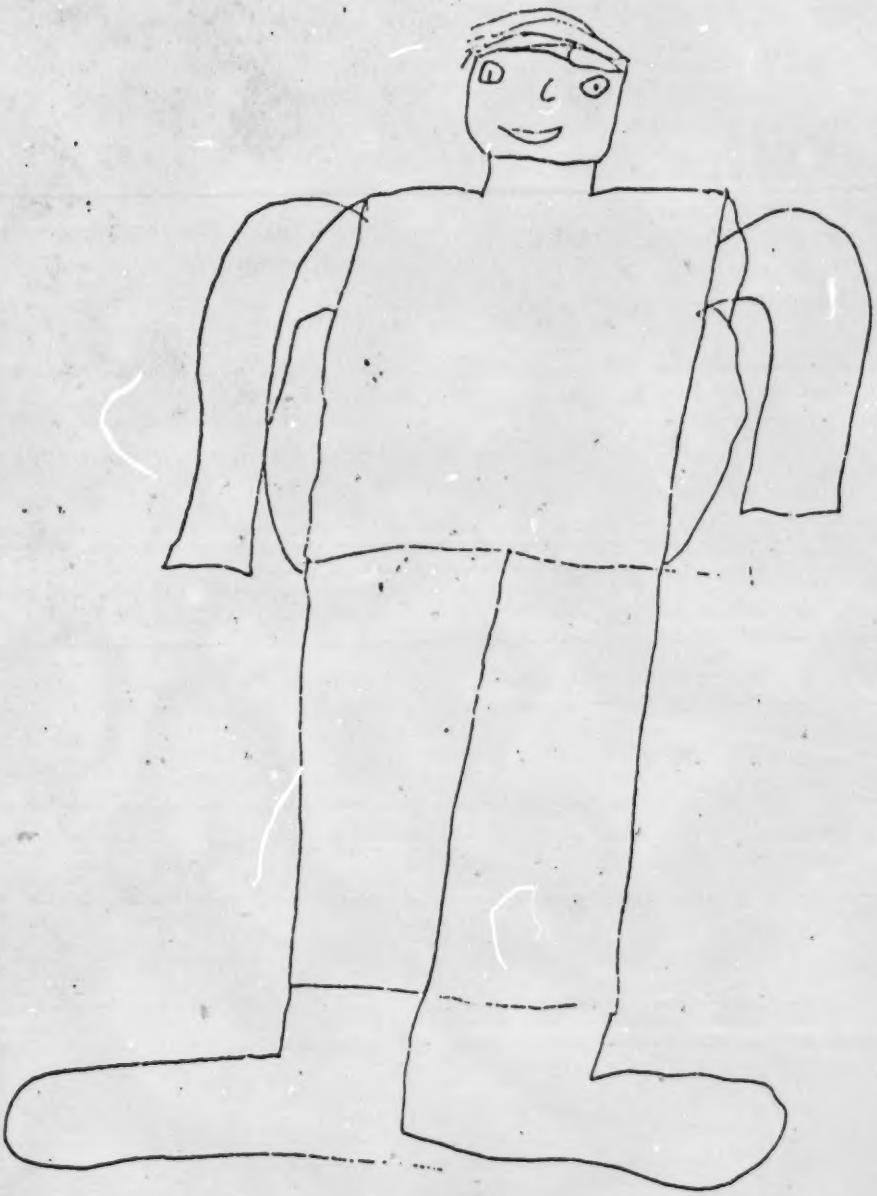
Memory

He has some difficulty in memory. i. e. A problem learning sequences such as the days of the week, months of the years, etc. Not a short term auditory memory because his sentence recall is at an 11 year old level and his digit span recall is at a 10 year old level. Backwards, he makes consistent reversals and can't do it on a five year old level, which reflects a problem of sequencing information.

Language

Dr. Migel's hunch is that receptive language is in the superior range, expressive is good if he doesn't have to be specific; significant word-finding problems. It is useful to look at his style when naming the pictures. He uses associate paraphasia, his concepts are good and he doesn't quite get the correct word. His raw score is within the norm but the difference between his receptive and expressive language is a weakness for him. He has some degree of problem learning symbolic material in sequences, in rapid recall and expressive language.

Shayne



1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

We can buy a box of for
the money Raisins

Shayne Like to Play
Baseball.

Do Like to Play Thurs
Bass

CHARLIE McCARTHY

22. 24

Name of child Shayne Date ___ Learning Lab
Bankstreet College

What do you think your child's strengths are? He's sensitive, sweet and strongwilled, :y, perceptive, honest. Very observant, not what others do, very witty. He's cute, very :pendent. (I'm very concerned about small motor muscle problem.) He perseveres if he really :s something. He's very creative and has a great sense of humor. What's he good at? He's l at baseball, wonderful arms, good at drawing, reading, if he's interested. Has happened last year--good with young children, patient and understanding, if he's in the mood. He has eally nive personality, adults like him.

In what areas does your child seem to be less able? Not too consistent as far as keepi outine. Can't get him to form a habit. Rebellious of my control of the situation. He has tle patience, has trouble washing himself, can't get soap on washcloth. He is learning to ti shoes, but is impatient. Doesn't want to show weakness. Uses improper English even now. I sider that a weakness. Has trouble describing things. Vocabulary weak, loses word, i.e., se, knows what it is but cannot say it. He lacks confidence. If something gives him trouble doesn't like to persevere, although if he likes something, he won't quit.

If you could change three things about your child what would they be?

Consistency in fulfilling his every day obligations without having to be told (wash, bed, etc Willingness to figure something out for himself if it presents difficulty.
(She has trouble finding 3rd) Wish he didn't watch so much TV.

Negative attitude, lack of motivation. I wish he was less selfish. If his attention in was longer I think it would help (but on things that he's not particularly interested in).

What are your child's hobbies and leisure time activities?

puppets, ventriloquism, baseball, wonderful constructions and fascination with paper. He very good on a skateboard, imitates quickly, mimics, drawing. Used to spend time with ion dolls, likes to build with wood, rides bike. He loves TV, he really likes to play th certain toys, he likes to visit his friends.

Is there any information about your child you think should be shared?
(Highly significant events, illnesses, extensive or chronic hospitalization, etc)

orce at three years. I was crazy at the time, even though I initiated it. Shane missed lot of his mother. At two years he had high fever, dehydrated, threw up, went to hospital-- trovenous in iron crib, tied leg so he couldn't move it, 4 days. I stayed with him except r last day. He clung to mother after that for about a week.

He says he misses his father. Uses that to get at me.

Describe your child:

Shayne is witty, perceptive, quick. He doesn't miss a trick. He's highstrung id gets nervous easily.

What changes have you noticed this year?

nderful changes. His attitude towards new experiences, more willing. In behavior with hers, he gets along well with other kids, more friends, more self-confident, more mature, ss babyish, doesn't act like a child when things don't go well.

Does your child work better, have more friends or feel better about himself? Is he easier to get along with and more helpful?

YES

What do you think your child thinks about how you feel about him?

ayne knows I love him very much, but he wonders how I feel if he doesn't meet my pectations. He thinks I'm too fussy and feminine.

What contact have you had with people at Bank Street? (Probe for frequency, nature and content of Contacts, i.e. group meetings, individual conferences, viewing video tapes, etc.):

ree-parent conference--one with Selma, only one with Roseann. I would like to see tapes. seann said you read a p., I'll read a p. I would be too worried that he couldn't an you read this and I'll help you."

Was this contact helpful? Comments (probe for why. Were some types of contact more helpful than other types? Did the parent learn anything new? Did the parent do anything different with the child as a result of their contacts? Was discussion with other parents beneficial?):

is place has helped me to help him, i.e., with the dummy he made he wouldn't have accepted lp but now he can listen (a little), even though we haven't had that many conferences. Comes me with math problems, but I'm not good at explaining, but he's gained a great deal. erything has been so much nicer with Shane since he's gone to Bankstreet.

Would more or different contact with the people at Bankstreet be helpful to you? Are you favorably impressed with the people at Bankstreet? Comments (probe for what type of contact is desired-- frequency and content-- and why this type of contact is more desirable) also (probe for the parent's assessment of Bankstreet people--does the parent feel that they are competent, effective, sensitive, well-meaning? Probe for basis of judgement-- why do they feel that way?):

More quick conferences with tutor, help in the house with plans.

Would you like your child to continue in the program next year?

____ yes

____ don't know

____ no

Comments (probe for why; also probe for what parent thinks child's desire/interest would be in continuing in program):

Moving to Schenectacy; nearly wouldn't go because she didn't want to give program.

I was able to change the way I acted with Shayne because of Bankstreet. will carry over to next year.

Is there anything about the Bankstreet program that you would like to see changed?

Comments (probe for length, time, frequency of tutorials; type of parent contacts desired with Bankstreet people such as the tutor, supervisor, director, and specialists; contact with classroom teachers, etc.):

Tutorials fine.